

Analyzing the Data-Questions to Ask

**In response to these indicators of student performance, for an English Language Learner always ask
“Can these indicators of performance be attributed to linguistic or cultural factors?”**

INDICATOR	CULTURAL OR LINGUISTIC EXPLANATION
Discrepancy Between Verbal Performance and Potential on I.Q. Tests.	Students not proficient in the language of the I.Q. tests are often able to complete non-verbal tasks correctly (Cummins, 1989).
Academic Learning Difficulties	English Language Learners (ELLs) often experience difficulty with academic concepts and language because these ideas are more abstract (Cummins, 1989).
Language Disorders	English Language Learners (ELLs) often exhibit language disfluencies. These are a natural part of second language development (Cloud, 1996).
Perceptual Disorders	Even the ability to perceive and organize information can be distorted when students are learning a second language (Damico, 1991).
Social / Emotional Problems	English Language Learners (ELLs) experience social trauma and emotional difficulties (Hoover & Collier, 1985).
Attention and Memory Problems	English Language Learners (ELLs) may have few prior experiences on which to relate new information; they find it difficult to attend to and retain it (DeBlassie, 1993).